DOCUMENT RESUME

ED 069 412 PS 006 141

AUTHOR	Parkin, Dixie; Kaspert, Joanne
TITLE	Sitting Safely, Home and Family Education: 6755.01.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	48p.; An Authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Course Content; Course Organization; *Curriculum Guides; Education; Family Life Education; Instructional Programs; Teaching Guides
IDENTIFIERS	*Quinmester Program

ABSTRACT

A course of study, developed by teachers to make home and family education more meaningful and interesting to students, and focusing on privileges, responsibilities and characteristics of an effective babysitter, is presented. Contents include: the job; child development and guidance; accident prevention; and community and parental responsibility to children. A bibliography and appendix are added. (NF)

ED 069412

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SITTING SAFELY

6755.01

me and Family Education

FILMED FROM BEST AVAILABLE COPY

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 069412

GETTING EARLY

6755.01

Home and Family Education

Written by

Dixie Parkin
Joanne Kaspert

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida 33132
1971

PS 006141

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

Copies of this publication may be obtained through

Textbook Services
2210 S. W. Third Street
Miami, Florida 33135

COURSE DESCRIPTION

This course focuses on the privileges, responsibilities and characteristics of an effective babysitter. The students will select appropriate activities and evaluate methods of child care based on knowledge of the basic needs of children at various age and developmental levels.

COURSE ENROLLMENT GUIDELINES

This course should be made available to any interested junior high school student.

RATIONALE

The babysitter serves a very definite need. He or she has become as much a part of today's society and way of life as the automobile and television. Unlike the experienced grandmother, the babysitter of today too often is inexperienced and untrained in the many problems and needs of children. Preparing for babysitting is as necessary as preparing for any other job, even more so, because the comfort and well being of children are involved—to say nothing of the peace of mind of parents. Proper preparations make it much easier to promptly and properly handle situations that may arise. They also make it possible for babysitters to minimize problems and gain full confidence in themselves. Helping care for young children can be an enjoyable responsibility and a profitable experience. It contributes much to personal development and family life. The babysitter who discharges his or her duties competently and efficiently will come away with much more than the money earned.

FOREWORD

This course of study has been developed by teachers as part of an effort to make Home and Family Education more meaningful and interesting to students. It is not intended to be a prescription for teaching, but rather an aid to the teacher in meeting the objectives. The wealth of activities and resources are intended to be examples from which the teacher can select those that best meet the needs of the students. To facilitate continuity it is recommended that the teacher be selective in choosing activities, but maintain all objectives within the course. Where content ideas are given, they are intended to be general notes and suggestions from the writer(s) to the teacher to further explain objectives and activities. This first edition is a Working Copy and it is hoped that the teacher will note suggested changes and additions while using it in order to aid future revision.

MAJOR GOALS

1. The student will develop knowledge and skills which will enable him to understand children and care for them in a responsible manner.

2. The student will discover that helping to care for children can contribute greatly to personal development now and to preparation for the future.

BEHAVIORAL OUTCOMES

The student will be able to:

1. Appraise the satisfactions and skills which can be developed through babysitting and relate this knowledge to possible career opportunities.

2. Describe personal characteristics and assets desirable in one who cares for children.

3. Determine the business arrangements and professional attitudes involved in being a babysitter.

4. Recognize environmental influences on the development and behavior of children.

5. Identify the stages of development occuring during the child's first year.

6. Compare the development of the one-year-old to that of the three-year-old child.

7. Differentiate between the stages of development which occur in the pre-school years.

8. Describe the developmental changes which occur in children between the ages of six and twelve.

9. Care for children in a manner which meets their individual needs.

10. Provide entertaining activities which promote development in children.

11. Analyze effective methods of guidance and discipline which can be employed by a babysitter.

12. Demonstrate an awareness of safety hazards and emergencies involved in caring for children and develop possible courses of action.

13. Discern community and parental responsibility for children.

COURSE CONTENT

I. The job

A. Satisfactions and skills to be gained from babysitting
   1. Increased self-understanding
   2. Financial reward
   3. Practice in assuming responsibility
   4. Preparation for parenthood
   5. Exploration of career opportunities

B. Qualifications and assets
   1. Enjoyment of children
   2. Basic knowledge of child care and development
   3. Mature and professional attitude
   4. Personality assets
      a. Reliable and dependable
      b. Resourceful
      c. Sense of humor
      d. Self-confidence
      e. Courteous

C. Babysitting is a business
   1. Methods of becoming established
   2. Arrangements prior to time of employment
      a. Determination of wages, duties, hours
      b. Transportation arrangements
      c. Provisions for sitter's safety and security
      d. Familiarity with children, home, pets
   3. Business ethics
      a. Professional attitude
      b. Babysitter's code
   4. Getting ready to go to work
      a. Importance of good health
      b. Suitable clothing
      c. Preparation of amusing activities for children
   5. On the job
      a. Description of specific tasks and routines
      b. Written instructions concerning child care
      c. Emergency telephone numbers
      d. Understanding of activities permitted by employer
      e. Precautions to provide for the health and safety of sitter and children

II. Child development and guidance

A. Environmental influences on the behavior and development of children
B. Child development
   1. Basic laws of growth
   2. Typical developmental characteristics
      a. Child's first year
      b. Child from one to three years of age
      c. Pre-school years
      d. Child from six to twelve years of age

C. Providing for children's needs
    1. Food
    2. Clothing
    3. Sleep
    4. Exercise
    5. Love and security
D. Entertaining activities
    1. Importance of play
    2. Activities which lead to growth
    3. Play materials
    4. Parties
E. Guidance and discipline of children
    1. Criteria for effective discipline
    2. Guidance and discipline techniques

III. Accident prevention

A. Safety hazards to avoid
B. Handling emergencies
C. First aid techniques

IV. Community and parental responsibility to children

A. Family responsibilities
B. Community services and contributions

relate this knowledge to possible career opportunities.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Through babysitting the teenager can gain: Greater self-understanding Financial reward Practice in assuming responsibility Preparation for parenthood Exploration of career opportunities Arthur Jersild wrote, "Our understanding of a child can go no deeper than our understanding of ourselves." Some child related occupations: Babysitter Head Start aide Nursery school aide Kindergarten aide Nurse's aide to children Recreational supervisor Governess Pediatric nurse Child Welfare worker Child development specialist Nursery or kindergarten teacher Elementary school teacher	Compile a class definition of the term, babysitting. Discuss the question,"Why Babysit?" Discuss and list advantages of babysitting to parents, children, babysitters, babysitter's parents, society as a whole. Weigh these against possible disadvantages. Discuss the following: How does understanding of children contribute to self-understanding? How does increased self-understanding make one a better babysitter? Interpret the meaning of Arthur Jersild's comment on understanding. What effect can attitudes and values have on one's success as a babysitter? How can babysitting help prepare one for parenthood? Debate topic: Boys make better babysitters than girls. Investigate vocational possibilities in the field of child care. What are the opportunities in the community for in-depth education and training in child care and development? From personal experience or by interviewing a friend who babysits, write a paragraph, "How I Have Grown as an Individual Through Babysitting".	Child Growth and Development p. 44 Introductory Homemaking pp. 179-182, 185 Filmstrip: Caring for Children - An Important Job Pamphlets: Self-Understanding: A First Step to Understanding Children When Teenagers Take Care of Children: A Guide for Babysitters Resource agencies or persons: Nursery schools and child care centers in the community Employment agencies Vocational teachers Guidance counselors Miami Dade Junior College

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Desirable qualities for babysitters include appreciation of children, knowledge of child care and development and a mature attitude. Personality assets that enable one to get along well with children include patience, sympathy and a sense of humor. Parents are leaving the sitter in charge of their children. There is no greater responsibility. They want a person who is reliable, dependable, resourceful and confident to care for their children.	Complete Questionnaire for Child Sitting to evaluate personal interest in children and establish priorities for course. List personal characteristics of a good baby-sitter. Ask parents employing a babysitter to make a similar list. Compare. After reading from the resources, compile a class list of qualifications and give examples to illustrate them. Listen to a group of parents discuss the type of person they want to care for their child. React to the statement, "Parents should be most careful of the type of teenagers they employ as sitters because their children will attempt to imitate their behavior and attitudes." Write a paragraph on "What Kind of Person I Would Want Caring for My Child". Discuss: Children like a babysitter who is fun. Parents like a babysitter who is responsible and makes the children behave. Can a sitter please both the children and the parents? Write a short paper analyzing personal readiness to assume the responsibility to care for children.	Appendix: Questionnaire for Child Sitting Booklet: Baby-Sitter's Handbook Exploring Home and Family Living pp. 248-251, 255 Learning About Children pp. 18-22 Child Growth and Development p. 45 Introductory Homemaking pp. 179-181 Living and Learning with Children pp. 242-244, 249-252 Your Home and You pp. 272-273

babysitter.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
A good business person has to "establish" himself. A babysitter is a business person. Ways to get babysitting jobs: Make it known to families in neighborhood that you are seeking employment. Ask persons such as teachers, ministers, etc. if they know of any available jobs. Ask friends who babysit to recommend you when they are not available. Have parents tell their friends that you babysit. Misunderstandings occur when the business arrangements have not been agreed upon prior to employment. It is the sitter's responsibility to see that rates, duties, hours, transportation, etc. are clearly understood by the parents.	View and discuss filmstrip, Babysitting: The Job - The Kid, Part I. Participate in a buzz session on ways of getting started in the babysitting business. Survey parents who hire babysitters. Find out how they located their sitters. Prepare a handbill to distribute in the neighborhood giving personal qualifications, rate, any special information and telephone number. Discuss the inadvisibility of accepting jobs with unknown families. How could the sitter get to know the family prior to employment? Discuss what should be mutually agreed upon by the sitter and employer prior to work. Include: Wages — Hours Number of children — Transportation Responsibilities — Privileges Perform the skit, "Wages of Sitter" from Baby-Sitter's Handbook as introduction to a discussion of fees. Interview parents, other babysitters, employment agencies, etc. to determine reasonable fees. Discuss under what circumstances the responsibilities of sitting include housework, preparing dinner, etc. Read and discuss lists of babysitter and family responsibilities from Sitting Safely.	Filmstrip: Babysitting: The Job - The Kid, Part I Teen Guide to Homemaking pp. 410, 414 Child Growth and Development pp. 47-53 Teen Horizons at Home and School pp. 95-97 Introductory Homemaking pp. 181-182 Living and Learning With Children pp. 247-254 Exploring Home and Family Living pp. 252-254 Your Home and You p. 277 Pamphlets: Baby-Sitter's Handbook Sitting Safely - Gerber

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Begin keeping a Handbook for Babysitting. List the responsibilities of sitter and employer and give suggestions for making business arrangements.	
Business ethics of babysitting: Do not accept a job if ill. Arrive on time. Make business arrangements prior to employment. First responsibility is to the children. Respect the family's privacy. Do not entertain friends. Do not fix snacks unless invited. Do not have lengthy phone calls. Relay phone messages carefully. Leave house in orderly condition.	Discuss general business ethics. Apply these to the occupation of babysitting. Dramatize the possible results of a sitter: Being late for the job Gossiping about the family Leaving the house in disorder Having a lengthy telephone conversation Peeking into closets and drawers Devise a code based on the letters, BABY-SITTER'S CODE. (See example in Exploring Home and Family Living, p. 255.) Develop a class code of rules for babysitters and have it published in the school and/or local newspaper. Use the bulletin board to display pictures illustrating examples of the code.	
	Discuss factors a sitter should consider when getting ready to go to work. Include: Suitable clothing for the job General appearance Importance of good health Possible amusements to take for children	
Note: Toys and activities for children will be covered more extensively in the objective on play.	Compile a list of no-cost items the sitter might take to the children. Develop a "Bag of Tricks" kit.	Appendix: Bag of Tricks

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Information sheet should include: Children's names Feeding instructions Bedtime instructions Things children like to do Emergency telephone numbers: Where parents can be reached Nearby relative or friend Doctor Fire and police Poison Control Center	Devise an "Information Sheet for Babysitters" to be given to parents to fill out before leaving. Place copies in personal Handbook for Babysitting.	
	After viewing a film and/or discussing situations which the babysitter might encounter, make a list of precautions she should take to protect herself and her charges.	Films: Girls Beware Molested
Some necessary precautions: Never let strangers in the home. Keep doors locked from inside. Always let parents know where you are sitting. Become acquainted with family ahead of time. Don't accept job if families do not favorably impress you. Be careful of information given over the phone to strangers. If not escorted home, call parents or a taxi.	Dramatize situations: Parent did not clearly understand fee. Parent expected housework from sitter. Babysitter asks for a raise. Two families combined children for sitter to keep without telling the sitter. Babysitter was left with no way to get home. Father has been drinking and sitter is afraid of his driving. A stranger comes to the door. Try to come up with professional ways in which the sitter can handle the above situations.	
	Devise a rating form for employers to use to evaluate sitters. Try it out and evaluate personal assets and liabilities.	
	Write a paragraph giving personal reactions to the statement, "The first responsibility of the sitter is to keep the children safe and happy."	

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
A child's environment is the primary influence on his behavior and development.	Read Introductory Homemaking, pp. 168-174, and discuss: How do home and community form a child's environment? In what way do physical surroundings affect a child's development? Do any two children have the same environment? Relate examples of personal experiences from the past which affect present behavior of class members. Give examples of how environment can affect a child's behavior and describe how environment might be altered for a more desirable effect in these circumstances: Child is overly shy. An only child has no children to play with. Child is very argumentative and aggressive. Child has no interest in learning new things. List these values as they rank in personal value system: Children — Recreation Home — Clothes Family — Religion Education — Moral standards Automobile — Money Discuss differences among class members. Analyze in terms of different environments. Read "Children Learn What They Live" and relate to effect of environment on individuals. Write a paper showing how experiences with babysitters are part of the child's environment and can affect his behavior and development.	Introductory Homemaking pp. 168-174 Enjoying Family Living pp. 120-125 Teen Guide to Homemaking pp. 396, 412-414 Filmstrips: Influences on Children Intellectual Development of Children Pamphlet: Your Child and the People Around Him Curriculum guide: Human Development, p. 82 "Children Learn What They Live"

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Development and growth during the first year are extreme. At no other time in life will they be as rapid. In twelve months the helpless newborn triples his birth weight, stands on his own feet, perhaps even walks. He is learning to feed himself. His facial features have changed remarkably. His unique personality has become evident. Some characteristics of infants: Head is large in proportion to body (1/4 of his total length as compared to 1/8 of his adult length) Small nose, little if any chin Arms longer than legs Short fingers, toes fan out Only about 25% of birth weight is made up of muscle Head must be supported because of lack of muscle development Central nervous system makes up about 15% of birth weight, as opposed to 3% of his weight at maturity—therefore, he gets tired from any excitement Gains 10-15 pounds during first year Has fontanels, or soft spots, in his skull covered by a membrane which will be filled in by bone later Has no teeth in sight—but all 20 baby teeth are in the gums At birth breathing is rapid and irregular, often hiccoughs and sneezes	Discuss how general knowledge of how children grow and develop can add to a babysitter's success. Read Living With Your Family, pp. 198-209. Give student reports on the development of infants at various stages. After listening to teacher remarks on the basic laws of growth, give examples of infant development which illustrate: Growth proceeds from head to foot. Growth proceeds from near to far. Growth proceeds from simple to complex. Growth is continuous and orderly. Discuss "Criteria of the Healthy Baby" from Child Growth and Development, p. 76. Observe some object, such as a vase, which is top-heavy. Give the object a slight push to see if it topples over easily as compared to a vase with better proportions. Relate findings to knowledge of a baby's proportions. Try sitting, standing and walking with feet, legs, arms in positions characteristic of an infant just learning to do these things. Turn body slightly to look at some object in the room. Discuss the effect on balance. Listen to the babbling sounds made by a baby. Make a list of common words which can be built from a combination of these sounds. Ask several mothers to bring their infants to class. Observe the infants as the mothers discuss their growth and development and what a typical day in their family is like.	Living With Your Family pp. 198-209 Teacher reference: The Developing Child pp. 62, 81-91 Film: Child Care and Development Understanding and Guiding Young Children pp. 32-67 Child Growth and Development pp. 22-29, 62-74, 76, 142-157 Lessons in Living pp. 298-301 Child Care and Development pp. 42-52 Learning About Children pp. 91-96 Pamphlets: Infant Care pp. 4-5, 48-56 How Children Grow and Develop Filmstrip: Growth in the First Year

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Some characteristics of infants: (continued) Grows 9-10 inches in length during the first year Rapid heart beat at first Well-developed ears and hearing Cannot focus eyes until around three months of age Poor temperature regulating mechanism and easily chills or gets too warm Cries with his entire body—arms, legs, red face. By the end of the first year, the baby has changed amazingly. He has progressed from a milk diet to one including solid foods. He has discovered some things about himself—his hands, his toes, how to manipulate himself to crawl and perhaps to take a few steps. He has discovered some things about his world—the security and affection of his parents, the fun and play of brothers, sisters or babysitters. He perceives how people respond to him, that a cry gets certain responses and that a smile is returned by a smile. The manner in which an infant's basic needs are met will determine to a great extent his self-concept for the rest of his life. If his needs are well met, he begins to think of himself as a good, worthy person.	Visit the library. Check three different references (books, periodicals or pamphlets) concerning growth, development and expected behavior during the first year of life. Report findings to class and compare information. Plan a visit to a baby's home. Decide ahead of time things to look for and to ask the parents. After the visit write a report of observations and learnings. Include: Age of the baby Activities of the child Control observed of body, hands, arms, legs Responses observed, both to familiar people and strangers Sounds baby made Any additional information learned from parents Summarize what was learned from this visit. Choose a baby (family member, neighbor, etc.). Develop a chart which compares his behavior and performance with that normally expected for children of his age indicated in references and/or films. Display photographs of class members as infants on the bulletin board (preferably one before six months of age and one at one year). Observe and discuss the development that had already taken place and the individual differences observed in development. Compare differences with those of classmates now.	Pamphlets: The Newborn Counseling Series The Phenomena of Early Development Your Baby's First Year Your New Baby Transparencies: Growth and Developmental Patterns Teaching aid: Baby Care: Programmed Self-Instruction Unit

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Developmental characteristics and tasks typical of this age group: Learning to eat by themselves Curious and adventurous Beginning to assert themselves and express their own will Want to imitate grownups Interested in large muscle activities—walking, climbing, running, pulling Interested in examining things and learn from seeing, hearing, touching and handling objects Like to play alone, but interested in watching, or being near, other children Need someone to suggest the next step or bring them back to what they started to do Talk a great deal Have short attention span Like to take part in or help with family activities Possess an "it's mine" attitude Before knowing how to best meet the needs of children it is important to have some knowledge of their development. Note: These next three objectives are intended as a brief overview of typical development at various stages before the study of how to care for children in Outcome #9.	View film, Terrible Twos and Trusting Threes. Write a summary of the characteristics illustrated as typical of children in these age groups. Compare pictures of class members on their first and third birthdays. Discuss changes. Observe and compare the motor abilities of several children between the ages of one and three in regard to: Walking Running Bending to retrieve a toy Grasping an object Make a practice book from muslin for a young child to use to learn to work zipper, buttons and buttonholes, snaps, belt and buckle, shoe laces. Give it to a child as a gift and observe his use of it. Listen to a student report on how a child's readiness to be toilet-trained can be determined. Make a survey of number of left-handed people in class and discuss whether they were encouraged to use their right hand. Evaluate whether being left-handed has been troublesome for them. Invite a one-year-old and a three-year-old child to visit class with their mothers. Make a chart illustrating differences observed in their development (size, muscle control, speech, etc.).	Understanding and Guiding Young Children pp. 73-93, 107-130 Exploring Home and Family Living pp. 230-233 Baby and Child Care pp. 265-266, 270-272, 276-278, 350-356, 358 Film: Terrible Twos and Trusting Threes Pamphlets: As Your Child Grows Enjoy Your Child - Ages 1, 2 and 3 Your Child From 1 to 3 Your Child From One to Six Teen Horizons at Home and School pp. 24-25 Homemaking for Teenagers Book 1 pp. 48-49 Your Home and You pp. 256-264 Teacher references: Child Care and Development pp. 54-56, 58, 61-63 The Developing Child pp. 171-227

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Characteristics of the pre-schooler: Curious about everything Handles everything within sight or reach Runs, hops, jumps, climbs and balances Hard to keep still for very long—cannot help wiggling, running around or being noisy Enjoys playing with other children Developing a sense of right and wrong Competent and self-reliant in the routines of daily living When thwarted, he may sulk, withdraw, damage or destroy Negative - high resistance to authority Imaginative - loves to "pretend" Talkative - loves repetition in speech and actions Listens to everything and likes to repeat what he has heard Uneven social behavior Very direct and personal	Discuss the physical development which normally occurs during the pre-school years. Observe a 4- or 5-year-old at play. Write up observation in the following manner: Describe his appearance. Describe what was observed about his physical development. (How active was he? What did he do which showed something about his motor coordination?) Describe what was observed about his social development. Was he learning something? Describe it. Was there an example of reasoning? Give some examples of his speech. What did he do that indicated something about his imagination? What did his interests seem to be? What else was noticed about this child? Make comments about each of the following: His sense of trust His degree of independence and dependence His sense of initiative or confidence in exploring What kind of person does he seem to be at this stage? What would he probably be like with other children? Why? Relate true stories of embarrassing situations created by five-year-olds through their tendency to be direct and personal with grownups.	Understanding and Guiding Young Children pp. 107-130 Learning About Children pp. 167-184 Exploring Home and Family Living pp. 223-237 Baby and Child Care pp. 361-365, 366-374, 377 Teen Horizons at Home and School pp. 25-26 Homemaking for Teenagers, Book 1 pp. 49-57 Film: Frustrating Fours and Fascinating Fives Pamphlets: Your Child from One to Six Three to Six: Your Child Starts To School Some Special Problems of Children Aged Two to Five Years Your Child From 3 to 4 Now That You Are 5 Transparencies: Growth and Developmental Patterns

years. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Observe a group of children and write "word pictures" of their development using the form on p. 75, Human Development. Collect cartoons featuring young children. From the activities and talk shown, guess the probable age of the children and give reasons for choice. Play ball with pre-school children of various ages and note the difference in their skills and coordination. Notice also their behavior and social reactions while they play. Report observations to the class. Tell the best way to help a youngster who continuously asks, "Why?". List ways of encouraging and of controlling the use of imagination. Collect examples of the questions a five-year-old asks. Have a panel discussion on how to answer them. List ways to handle a four-year-old whose natural response is always "No". Given the knowledge of the typical developmental characteristics of children in this age group, write a short paper giving arguments for their involvement in nursery school, Head Start and kindergarten programs.	Teacher reference: The Developing Child pp. 257-336 Curriculum guide: Human Development p. 75, "A Word Picture of Preschool Children"

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
From 6 to 10 years children tend to: Have fewer and less intense fears View overt demonstration of affection as childish Have unsettled emotions before emotions start to stabilize Become less self-centered and view self as one of a group Experience less family jealousy Seek approval of both age-mates and adults Appear rude, argumentative, and bossy at times as they strive toward adulthood Accept some responsibility and be cooperative Make gains toward self-control and independence Enjoy strenuous physical activities Make many of their own choices and decisions Have a great need for success and a feeling of accomplishment Be very curious - explanations should be worded for understanding, not detailed and complicated Be full of aggressive impulses - fight (physical and verbal), imitate adult activities, anxious to defeat adults Accept others for what they are and like to learn about each other's customs and share ideas and experiences	Read and take notes from at least one reference on the characteristics of 6- to 12-year-olds. Discuss the characteristics of each age group. Sum up the characteristics by grouping as to "early school years" and "pre-teens". Be prepared to answer the following questions: Why is it difficult to manage the six-year-old? Nine-year-old? Seven-year-olds mimic language. What should be considered when speaking to them? How do you entertain a seven-year-old? A nine-year-old? Why is it said that eight-year-olds are a combination of opposites? At what age does the adventuresome spirit appear in a child? Write up a brief account of the rejection of some child or youth by the group. Include what happened and suggest a way to help the rejected child. Write an imaginary autobiography or a page in the diary of a youngster in the 6- to 12-year old age group. Bring out the characteristics of the stage and the developmental emphasis on achievement. Write an autobiography of an early adolescent based on personal recollections. Compare emotions and feelings with the general characteristics of this stage. Take the "Characteristic Quiz" on p. 76, Human Development.	Learning About Children pp. 245-286 Exploring Home and Family Living pp. 237-239 Teen Horizons at Home and School pp. 35 Homemaking for Teenagers, Book 1 pp. 51-54 The Developing Child pp. 339-406 Pamphlets: Growing and Learning - The Early School Years Understanding Your Child - From 6 to 12 Your Child From Six to Twelve Now That You Are 8 Now That You Are 9 Now That You Are 10 Pre-Adolescents: What Makes Them Tick Films: From 10 to 12 From Sociable Sixes to Noisey Nines Curriculum guide: Human Development p. 76

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Basic needs of children: Food Clothing Sleep Love and security Guidelines in helping a child to live happily: Set a good example for him. Try to help him learn to help himself. Give him positive direction. Give him love and affection. Infant care is a great responsibility for the sitter. Important skills he should have include: How to lift and hold the baby When and how to diaper him How and what to feed him When and how to dress him for bed and put him to sleep What to do if he cries How to bathe a baby	View filmstrip, Babysitting: The Job - The Kids, Part II. Discuss filmstrip questions with emphasis on such things as: feeding children, bedtime emergencies, giving affection freely, being firm, treating children as individuals. Discuss with other students ways of gaining experience with babies before being responsible for their care. Read several references on caring for a baby. List special needs of infants. Opposite each, describe how the need may be met. Observe and take notes on an observation by a mother on how to bathe, diaper, feed, lift, hold and dress an infant. Observe a trio of students give demonstrations bathing, diapering, feeding, lifting and holding, dressing a baby, using a doll if a baby is not available. One person demonstrates, one gives the commentary and one summarizes the main points on the chalkboard. Compile a pamphlet collection for the department by each student writing for a publication on infant care and development. This could be a permanent resource center for babysitters in the school.	Filmstrips: A Baby's Day A Baby Sitter's Guide to Baby Care Babysitting: The Job - The Kids, Part II Bathing the Baby Feeding the Baby Infants and Learning Infants' Food Needs Films: Baths and Babies Infant and Child Care New Baby Preface to a Life Pamphlets: Infant Care Sitting Safely - Gerber The Newborn Counseling Series Your Baby's First Year Your New Baby Teaching aid: Baby Care: Programmed Self-Instruction Understanding and Guiding Young Children pp. 47-50, 52-61 Teen Guide to Homemaking pp. 397-402 Living With Your Family pp. 211-218 Baby and Child Care pp. 229-242

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The positive approach is well-used in soliciting cooperation from youngsters as the babysitter guides them through the routines which are necessary for their care. Mealtime hints: Make the table attractive. Keep the conversation cheerful. Make his plate attractive. Serve small portions and offer seconds. Do not force him to eat. Be patient when introducing new foods. Help him learn to feed himself. Do not nag about table manners. Remove distractions from the room while he is eating. If he dawdles over his food for a long time, remove his plate. Avoid candy, and other sweets between meals. Do not encourage overeating. Avoid offering a child a taste of a food that he is not allowed to have. Allowing a child to participate in the preparation of his food gives him a sense of accomplishment and tends to increase his interest.	Collect and display cartoons depicting mealtime situations with children. Interview mothers to discover feeding problems they have had with children and their solutions. Make a list of ways to make food appealing to children. Dramatize the right and wrong ways of guiding a child into good eating habits. Plan luncheon menus made up of good foods to serve a one-year-old, a three-year-old and a five-year-old. Make comparisons. List foods usually given children as snacks, and evaluate their desirability. Make a class list of suggestions for developing cooperative attitudes in children at mealtime. Role-play children who enjoy food and those who do not; those eating in a way approved by grownups and those receiving disapproval. Compare to personal feelings when disapproval is shown at mealtime. Home project: Plan and prepare a meal(s) for the family that can be adapted to meet the needs of all family members, including a small child.	Filmstrip: Food Needs of Children Teaching Desirable Habits Enjoying Family Living p. 170 Living and Learning With Children pp. 26-32 Introductory Homemaking pp. 177-178 Teen Guide to Homemaking p. 403 Pamphlet: Sitting Safely - Gerber

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Clothing and dressing hints: Children want to learn to dress themselves. With guidance most children are capable of performing these tasks at these approximate ages: 1-1½ yrs. - pull off cap, socks, fumble with buttons 1½-2 yrs. - take off all garments, attempt to put on shirt, etc. but with difficulty, may be able to push buttons through buttonhole, pull down zipper 2 yrs. - try to put on all garments, but with limited success Undressing precedes the ability to dress himself. By age two the child has mastered very few dressing skills and is easily frustrated. He <u>wants</u> to dress himself, however, and the sitter should be patient and let him do as much as possible.	Give reasons why the wise parent would: Encourage the child to dress himself Purchase clothing that is easy to put on and take off Give the child a choice of two garments and let him decide which he prefers to wear today Assist a small child in dressing himself. Report his actions to the class. Make suggestions for ways to help a child learn to dress himself. Make a list of at least 10 characteristics to look for when purchasing children's clothing. Observe a display of clothing for children. Make a written evaluation of each item including the age for which it would be suitable, its good and bad characteristics. Home project: Construct a simple child's garment which has self-help features.	<u>Enjoying Family Living</u> pp. 178-183 <u>Introductory Homemaking</u> p. 176 <u>Teen Guide to Homemaking</u> pp. 405-406 <u>Living and Learning With Children</u> pp. 43-44 Filmstrip: <u>Clothing Needs of Children</u>
Give children alternatives and then let them decide what to wear.	React to the statement, "Choosing clothing can be an adventure for a child."	
Bathing hints: Washing and bathing should be done before the child is let to play in the water. Never leave a young child alone in the tub.	Give a young child a bath. Keep a diary of all happpenings before, during and immediately following bathtime. Report to class. Make a list of suggestions of ways in which bathtime can be handled which will encourage the child to enjoy the water. How will this aid him in learning to swim? Why is it especially important that children in South Florida learn to swim at an early age?	

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Babysitters have more bedtime problems with children than any other kind. Therefore, it is most important that they know how to solve some of the more common situations. Bedtime hints: Prepare child for bed in a leisurely manner. Avoid exciting games, stories, T.V. programs before bedtime. Avoid starting an activity if it cannot be completed before bedtime. Never put a child to bed as punishment. Put toys away and remove any distractions from his room. Be firm about not returning to his room over and over after he has gone to bed. Keep the house as quiet as possible. See that the child goes to the toilet just prior to bedtime. Never ridicule or scold the child because of bedwetting.	Participate in a buzz session on bedtime problems with children. Topics might include: What are some situations class members have encountered? Does there seem to be a pattern of certain problems occuring at certain ages? What has class learned about a child's development at that age which might account for any common problems? What effect do the activities immediately prior to bedtime have on the situation? Why is it more difficult to get some children to go to bed? What should the sitter do if the child insists upon leaving the light on? What should the sitter do if the child wets the bed? How should nightmares or bedtime fears be handled? Make a class list of good activities for children just prior to naptime or bedtime. Analyze some of the traditional children's stories such as "Little Red Riding Hood" and "Humpty Dumpty" for any terror elements which might cause bedtime fears or nightmares. Role-play what a babysitter might do with a child who is not sleepy and will not stay in bed. Add suggestions for pre-bedtime activities to Babysitter's Handbook.	Introductory Homemaking p. 176 Teen Guide to Homemaking pp. 404-405 Pamphlet: Sitting Safely - Gerber

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The need for love and security is just as basic and as important to total development as eating, sleeping and shelter. Children need the feeling of security they get through knowing that people love them. Some ways of showing affection: Warm, friendly voice A word of praise Willingness to listen Acceptance of his ideas Pat on the shoulder Interest in his activities and accomplishments	Discuss ways in which babysitters can help a child overcome any feelings of insecurity he may have because his parents are gone and a less familiar person is caring for him. React to the statement, "A babysitter should not accept a job with a child she feels she could not love and enjoy". Make a list of ways in which a sitter can demonstrate her affection for a child. Write an original short fiction story about a day in the life of a toddler. Show how the people around him meet his needs in a manner which contributes to his development and gives him self-confidence and good feelings about his worth.	Filmstrip: Keeping Children Happy

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Learning in play is the foundation for intellectual development. Play is the really important business of early childhood just as school becomes the important business of later childhood and adolescence and a job is the business of an adult. Play provides opportunity to: Practice skills Experiment Discover Solve problems Imagine Create Exercise Relieve tensions Children's interests are many and varied and, therefore, play activities should be varied. Play is a way to deal with anxieties and a way of expressing and communicating ideas and feelings. A balance between active and passive play is essential if play is to contribute to the well-rounded development of the child.	Explain the statement: Play is work for the child. Read Learning About Children, pp. 149-160, 205-222. Discuss play and play equipment appropriate for various age groups. List games that are suitable for children of different ages. Discuss: Will providing young children with a wide variety of play equipment necessarily increase their interest? Would it be bad to encourage boys and girls to play the same games much after they are five years old? Discuss how play helps a child to develop in each of these ways: physically, emotionally, mentally, and socially. Display pictures that are examples of various ways play aids development. Choose presents for three children. Give their ages and explain what each can learn from the toy or game chosen. Visit a toy store. Categorize the toys into kinds of activities, muscles used and the age of child for which they would be best. Describe value of each using the following questions as a foundation for evaluation: Is this safe, sturdy, artistic? How many ways can it be used? What age child can use it? What kinds of learning will it encourage? Is it worth the price?	Learning About Children pp. 142-163, 205-223, 26-28, 155-177, 224-231, 261 Understanding and Guiding Young Children pp. 77-80, 102-103, 119, 121, 128, 161-204 Teen Guide to Homemaking pp. 406-410 Teen Horizons at Home and School pp. 25-28, 102-105 Enjoying Family Living pp. 143-150 Living and Learning With Children pp. 155-177 Exploring Home and Family Living pp. 256-266 Homemaking for Teenagers Book 1 pp. 74-78, 88-94 Young Living pp. 69-74 Introductory Homemaking pp. 175-176 Child Care and Development pp. 236-251 Child Growth and Development pp. 241-255

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	List the three best and the three least desirable toys in the store.	
Suggestions for choosing play materials: They should be sturdy. Simple toys are more challenging than complicated ones. Consider not only the age, but the interests of the child. Select toys that are multi-purpose.	Arrange an exhibit of household objects with which young children would enjoy playing. Include pots and pans, oatmeal cartons, etc. Make some simple toys with which small children would enjoy playing. Display toys. Present a short talk about each toy, including: How constructed Cost Appropriate age group Other toys suitable for the particular age group chosen Contribution to physical or intellectual development Class members evaluate each in terms of suitability and safety.	Filmstrip: Children's Play Selecting Children's Toys Transparencies: Importance and Selection of Toys Pamphlets: Sitting Safely - Gerber Sitting Safely - Metropolitan
	Watch an educational T.V. program and list activities which reinforce learnings of the pre-schooler (i.e. Sesame Street, Mister Rogers, Captain Kangaroo). Watch a cartoon program and compare learning reinforcements. Survey children in the six to twelve year age group to discover games, T.V. programs and books they like. Compile a class list. Take a child for a walk. Notice what he sees that an adult might not notice, the questions he asks, and the things which give him pleasure. Report to class.	Teaching aid: Play: Learning Medium Curriculum guide: Human Development pp. 78-81

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Read Learning About Children, pp. 224-228. List kinds of books and stories appropriate for various age groups. Debate the value of comic books. Visit the library and make a list of books suitable for a child of a particular age. Observe the story hour in the local library if there is an opportunity to do this. How does the children's librarian present the books to the group? What is the response of the children? How are problems of behavior managed? Demonstrate how to read and tell stories to little children. Decide on ways to let the child take part in story telling. Select three books which would be good choices for a certain child. Consider his individual experiences and interests. Test out the selection by reading them to the child. Write an original children's story and discuss it with class members.	Pamphlet: The Children's Bookshelf
Children enjoy stories that are "made up" or "original", especially stories abouth themselves or their "treasures".	Try making up a story and telling it to a child, giving the child a chance to join in by adding details, repeating phrases or giving replies to questions. The subject of the story may be an experience the child has had or it may be an imaginative experience. Which does the child seem to enjoy more? Is there a difference depending on the age of the child?	

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Collect in class as many varieties of material as students can find to use in a collage. As a class, construct a collage. During a nursery school "Fun Day" help a four- or five-year-old child collect materials and make a collage. Compare the ideas expressed to the one constructed in class. Display and discuss art work of a group of pre-school children. Teach a group of children a simple game. Report to the class the method used and how the children reacted. Watch a group of children play with an empty carton. List all the things the carton became in their imaginary play. Visit a nursery school or kindergarten to listen to the teacher read a story with expression to the children, observe the organization, look for provisions made for active and passive play (activities and equipment or materials). Plan and conduct a one-day play school as a class group and/or observe children. (Suggestions for activities to include are found in preceding learning opportunities.) Home project idea: Give a party for a group of children of the same age.	Curriculum guide: A Nursery School in the Home Economics Program Betty Crocker's Parties for Children

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Young children are governed by their emotions. For a child to be happy and well-adjusted, pleasant emotions such as happiness and affection need to outweigh unpleasant emotions such as anger, fear, shyness and jealousy. Common fears of young children: Being left alone Being dropped Animals Strangers Loud noises Strange places or situations Children need help and guidance in developing habits and behavior which are acceptable. Children who are guided to develop acceptable behavior problems are happier children. Children learn acceptable behavior from direct teaching and from imitating good models. Effective discipline should emphasize education, not punishment. It should emphasize to children what they <u>should</u> do, not what they should not do.	Discuss the following questions: Do happy children have fewer behavior problems? What emotions are most prevalent in a happy child? What emotions are most prevalent in an unhappy child? Do all children experience some unpleasant emotions? What are some common childhood fears? How can a babysitter help a child overcome them? Why is it important to encourage a child to talk about the things that anger or frighten him or arouse his jealousy? How can sibling rivaly create behavior problems? What are some of the possible causes of temper tantrums in young children? How can a sitter help a child cope with a temper tantrum? React to this statement, "Most problem behavior in children could have been avoided by the actions and guidance of the parent or sitter". Observe a group of children and be alert to the different ways in which they express anger and frustration. Evaluate situations which led to temper tantrums and suggest ways in which they might have been avoided. Read at least one reference on good guidance techniques to use with children. Give examples to illustrate: Diverting their attention from undesirable actions Substituting desirable habit for undesirable one Using the positive approach	Filmstrips: <u>Anxieties of Children</u> <u>Discipline and Punishment</u> <u>Special Daytime Problems</u> <u>Understanding and Guiding Young Children</u> pp. 115-116, 127-129, 142-153 <u>Child Growth and Development</u> pp. 309-347 <u>Teen Horizons at Home and School</u> pp. 29-33 <u>Introductory Homemaking</u> pp. 174-175 <u>Young Living</u> pp. 57-59 <u>Teen Guide to Homemaking</u> pp. 412-414 <u>Exploring Home and Family Living</u> pp. 243-246 <u>Homemaking for Teenagers Book 1</u> pp. 57-62 <u>Living and Learning With Children</u> pp. 72-85 <u>Child Care and Development</u> pp. 223-233 <u>Baby and Child Care</u> pp. 7-10, 313-320, 328-339

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
To be effective in disciplining a child, one should: Care about the child Have confidence and self-respect Be firm and follow through Be clear about what is expected Be consistent Let the child learn from experience where possible Leave the matter behind when it is over In evaluating discipline, more emphasis should be placed on the effect the discipline has had on the child's attitude than the effect on his behavior. Ways of helping a child understand instructions: Use simple words Use facial expressions and gestures to make explanations more meaningful Have the child repeat the instructions to be sure he understands Effective discipline: Helps a child become more independent Makes the child feel secure Helps the child to get along with others Makes a child <u>want</u> to behave It is often difficult to tell if a young child's misbehavior is intentional.	Given a list of problem situations occuring with children, give examples of how each of the following techniques might be used: Distracting the child's attention from undesirable behavior to desirable behavior Substituting a desirable habit for an undesirable one Using the positive approach Avoiding the problem in the first place through planning ahead Participate in the following experiment: After giving instructions to a young child, ask him to repeat them. Did he really understand what was expected of him? How can a child's limited vocabulary often cause him to behave unacceptably? How can a person be sure that the child understands his instructions? Be observant of ways in which parents discipline and/or punish their children. Note the type of punishment given and the child's reactions to it. What types of emotions did it cause in the child? Did it show him what he <u>should</u> do? What effect did it have on his attitude? Write a paragraph on the kinds of discipline received from parents, babysitters, teachers, etc. as a child. Describe attitudes and emotions which resulted from each kind. Determine which kinds of discipline were most effective in leading toward <u>self-discipline</u>. React to this statement, "Children should only be punished for intentional misbehavior."	Pamphlets: <u>Behavior: The Unspoken Language</u> <u>Fears of Children</u> <u>Sitting Safely</u> - Gerber <u>The Why and How of Discipline</u> <u>Why Children Misbehave</u>

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Ways to prevent behavior problems: Give careful instructions as to what the child <u>can</u> do Be emphatic when his safety is involved Keep the child amused and happy Do not punish unless directed by parents to do so Plan ahead to avoid conflicts Help the child deal with his unpleasant emotions Follow the family routine Distract child from undesirable activity	Invite a panel of parents to discuss their methods of disciplining young children. Ask them how they feel about babysitters punishing their children. Have them make suggestions for ways in which sitters can promote good behavior in children. Participate in a contest called, "Accentuate the Positive". Select a leader to read a negative statement used with children. Each student in turn is asked to give an acceptable positive translation. If he misses, he drops out. Continue until the top three "positive experts" remain. View films, <u>Helping Your Child Feel Emotionally Secure</u>, Parts 1, 2 and 3. Discuss the long-range effects of the discipline and guidance the children received in each situation. Visit a nursery school or kindergarten. Record instances of teacher guidance observed. or Invite a pre-school or kindergarten teacher to talk on effective guidance techniques which can be employed by a babysitter. Invite children of varying ages to a play-day planned and conducted by class members. Plan ahead to avoid behavior problems. Use effective guidance techniques. Evaluate the experience. Take the "Child Guidance I.Q." Quiz from <u>Human Development</u>, p. 83.	Films: <u>Helping Your Child Feel Emotionally Secure</u> Parts 1, 2 and 3 Curriculum guide: <u>Human Development</u> p. 83

children and develop possible courses of action.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
It is most important that baby-sitters be aware of safety hazards to children and take precautions to prevent accidents. A house where there are young children should be "child proofed" by arranging it so that dangerous items are where children cannot reach them. Everyone trips over things that are out of place, so it is a good safety measure to keep a house in fairly good order.	Make a checklist to be used to survey a home—kitchen, bathroom, closets, garage, play yard, etc.—for possible safety hazards. Make a bulletin board illustrating safety hazards to children found in the kitchen such as electrical outlets, hot pots and pans, knives, can openers, cleaning supplies. Discuss the dilemma parents and babysitters face in wanting children to explore and not to be afraid, and at the same time wanting to protect them from accidents. Given a list of situations or items, describe what a babysitter should do to keep a child safe. List might include: Open windows Stairway with no gate Sharp knives Aspirin Plastic bags Electrical outlets Discuss or dramatize what the babysitter should do in order to protect the child and make the situation an educational experience if the following situations occur: Child found playing with matches Young child found riding bike in the street Child found standing on kitchen counter Child climbed a tree too high and is crying to get down Child locked himself in room and is unable or unwilling to open door Child approaches babysitter with gun or other weapon	Learning About Children pp. 181-185 Young Living pp. 61-62 Steps in Home Living pp. 118, 122, 127 Baby and Child Care pp. 529-542 Teen Guide to Homemaking pp. 411-412, 428-429 Exploring Home and Family Living pp. 193-200 Living and Learning With Children pp. 54-69 Homemaking for Teenagers Book 2 pp. 618-628 Homemaking for Teenagers Book 1 pp. 62-75 Child Growth and Development pp. 74-76, 173-175 Introductory Homemaking pp. 126, 178-179, 311-313 Lessons in Living pp. 326-330

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Collect data on accidents occuring to children from newspapers, magazines, personal experiences, interviews with parents. Include such things as: date, type of accident, age of child, name of child, type of place where accident occured, treatment needed. Determine what precautions might have been taken and whether the accident might have been avoided by better training and/or supervision of the child.	Pamphlets: A Formula for Child Safety Accidents and Children Fire! Look Out! Burns! Infant Care Panic or Plan? Sitting Safely - Gerber Sitting Safely - Metropolitan You're in Charge Your Child From One to Six Your Child's Safety
Babysitters should be alert to safety hazards in children's toys and play activities.	Observe children at play. Watch for activities or toys that may not be safe. Write down observations and make suggestions to improve the situation.	Teaching aid: Baby Sitter Safety Packet
	Listen to a student report on a survey made of a local toy store as to any toys there which appeared to be hazardous. Included should be an interview with the owner as to laws concerning toy safety, non-toxic paints, etc.	Filmstrip: Keeping Children Safe
First aid techniques in bleeding, choking, poisoning, burns or electrical shock, blow or cut on head, sudden illness or convulsions, should be familiar to the babysitter, as well as to all parents.	After reading at least one reference on emergencies, make a list of the steps which should be taken when handling emergencies which involve children. Include a list of people to turn to for help.	Film: Children At Play With Poisons
Suggestions for handling emergencies: 1. Try to remain calm 2. Evaluate the situation 3. Make the patient comfortable 4. Call for help if indicated 5. Give the minimum necessary treatment	Invite a panel of guests from the Red Cross, public health service, local poison control center, fire department, police department, etc. to discuss emergency procedures with the class. Add these emergency numbers to "Information Sheet" in Babysitter's Handbook.	Transparencies: Safety for Children Resource persons: American Red Cross Public health service Police and fire departments Poison Control Center First Aid Textbook

children and develop possible courses of action. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Observe a demonstration on the proper way to give artificial resuscitation and/or practice using dolls from the American Red Cross.	Film: Breath of Life
	Participate in a class discussion with emphasis on developing judgement when meeting emergencies. Include: How to stop profuse bleeding Causes, symptoms and treatment for fainting How to treat a severe head bump How to handle a nose bleed Why rapid treatment be given poison victims What to do for a suspected fracture "Nature's way" of caring for the eyes What to do when a child is choking on a small object How to treat a small cut or burn What to do in case of a fire What to do in case of a power failure	Teaching aid: Resusa-Kate dolls

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The welfare of children should be the joint responsibility of parents and citizens of the community. We all have an interest in how today's children are raised as they are the citizens of tomorrow. A child's environment is centered in the home, surrounded by the community. The family's responsibility includes: Physical protection Mental, emotional and spiritual guidance Love, security and sense of belonging Preparation for adulthood Parents should utilize the resources of the community in providing for the welfare of their children. Families and the community share the responsibility for meeting the needs of youth in such areas as education, recreation, health, safety and religion. The resources of any community will depend largely on the interest of its citizens and the effort they make to be informed and to play their part in the process of government.	Read Enjoying Family Living, pp. 114-120, 130-137 and define such terms as responsibility, environment, welfare and community agencies. Make a class list of the contributions people and agencies in the community make to a child's development. Interview parents to determine which responsibilities they feel are solely theirs and which they believe should be shared by the community. Investigate and describe the contributions to children made by: United Fund agencies — Salvation Army Red Cross — Family Service Head Start program — Visiting nurse Montessori schools — Welfare agencies Day care centers Develop criteria for analyzing the effectiveness of community agencies. Take a field trip to a community-sponsored health clinic, day care center or recreational center to determine what assistance it can provide and how parents can contribute to its effectiveness. Refer to Enjoying Family Living, p. 136 and determine possible solutions to family problems given using community agencies. List sources of information from which parents can discover the resources available to them. Invite a social worker to discuss with the class how the community (or society) provides for children when parents do not meet their responsibilities.	Understanding and Guiding Young Children pp. 274-276, 304-318 Enjoying Family Living Unit 5 Introductory Homemaking pp. 168-170 Teen Guide to Homemaking pp. 6-8, 356-359 Teen Horizons at Home and School pp. 63-64 Child Care and Development pp. 292-294 Community resources: United Fund agencies Red Cross Child Services Head Start Montessori School Family Service Association State and county welfare agencies Curriculum guide: Handbook for the Home Economics Teacher Filmstrip: Parental Responsibility

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Resources available in community: Health services Public health department Hospitals Guidance clinics Safe water supply and adequate sewage and waste-disposal systems Social services Child care services Homemaker service Visiting nurse Social care workers Legal aid service Recreational services Playgrounds and park areas Community centers Swimming pool and summer program of activities Movie theatres, auditorium, etc. Educational services Public school system Adult education program Public library Lecture and concert series Religious contributions Places of worship	Invite an extension home economist or someone connected with the adult education program to discuss their contribution to the community and how parents can use their services to help their children. Debate topic: "The families who live in a community determine what kind of place it will be in which to live." Class imagine that they are employed as city planners. Make a list of facilities to include in community which would appeal to children. Include cultural, recreational and educational services. As a summarizing activity, each student write a paper analyzing how the activities connected with this course and babysitting will aid him to become a better parent and citizen. Upon successful completion of "Sitting Safely", receive the following certificate: BABY SITTING CERTIFICATE NAME _____ has satisfactorily completed a nine-week course in Baby Sitting. DATE _____ _____ Home and Family Education Teacher	

BIBLIOGRAPHY

*There is no one text which covers all the objectives of this course, but major textual materials are designated with an asterisk.

BOOKS

American Red Cross. First Aid Textbook. Philadelphia, Pennsylvania: The Blakiston Company.

Ames, Louise Bates. Child Care and Development. New York: J. B. Lippincott Company, 1970. Includes teacher's manual. State adopted. Teacher reference.

Baby-sitter's Guide. Englewood Cliffs, New Jersey: Scholastic Magazines, Incorporated.

*Baker, Katherine Read and Fane, Xenia F. Understanding and Guiding Young Children. Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1967. State adopted.

Barclay, Marion S. and Champion, Frances. Teen Guide to Homemaking. New York: McGraw-Hill Book Company, 1961.

Betty Crocker's Parties for Children. New York: Golden Press. $2.95.

Brisbane, Holly and Riker, Audrey. The Developing Child. Peoria, Illinois: Charles A. Bennett Company, Incorporated, 1965. Includes teacher's manual. State adopted. Teacher reference.

Clayton, Nanalee. Young Living. 2nd edition. Peoria, Illinois: Charles A. Bennett Company, Incorporated, 1970.

Cross, Aleene. Enjoying Family Living. New York: J. B. Lippincott Company, 1967. State adopted.

Cross, Aleene. Introductory Homemaking. New York: J. B. Lippincott Company, 1970. Includes teacher's manual. State adopted.

Fleck, Henrietta and Fernandez, Louise. Exploring Home and Family Living. Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated.

*Fleck, Henrietta; Fernandez, Louise and Munves, Elizabeth. Living With Your Family. Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1965. State adopted.

Greer, Carlotta and Gibbs, Ellen. Your Home and You. Boston: Allyn and Bacon, Incorporated, 1965.

Hurlock, Elizabeth B. Child Growth and Development. 3rd edition. New York: McGraw-Hill Book Company, 1969. State adopted.

BIBLIOGRAPHY

BOOKS, Continued

Lewis, Dora S.; Banks, Anna K. and Banks, Marie. Teen Horizons at Home and School. New York: The Macmillan Company, 1970. State adopted.

McDermott, Irene E. and Nicholas, Florence Williams. Homemaking for Teenagers Book 1. 5th edition. Peoria, Illinois: Charles A. Bennett Company, Incorporated, 1966. State adopted.

McDermott, Irene E. and Nicholas, Florence W. Homemaking for Teenagers Book 2. Peoria, Illinois: Charles A. Bennett Company, Incorporated, 1962.

Reiff, Florence. Steps in Home Living. Peoria, Illinois: Charles A. Bennett Company, Incorporated, 1971.

*Shuey, Rebekah M.; Woods, Elizabeth L. and Young, Esther M. Learning About Children. Revised edition. New York: J. B. Lippincott Company, 1964.

Spock, Benjamin. Baby and Child Care. Revised edition. New York: Pocket Books, 1968. Paperback.

Smart, Mollie and Smart, Russell. Living and Learning With Children. Boston: Houghton Mifflin Company, 1956.

The New Encyclopedia of Child Care and Guidance. Garden City, New York: Doubleday, Available from Child Study Association of America. $10.00. 1968.

Vanderhoff, Margil. Lessons in Living. Boston: Ginn and Company, 1970. Includes teacher's manual. State adopted.

BOOKLETS AND PAMPHLETS

A Formula for Child Safety. Metropolitan Life Insurance Company, Health and Welfare Division, 1 Madison Avenue, New York, New York 10010. Free classroom set.

A Guide to Better Discipline. #5-932. Science Research Associates, Inc. 259 East Erie Street, Chicago, Illinois 60611. $.86.

Accidents and Children. #FS 17.118:48. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. $.15.

As Your Child Grows. #301. Child Study Association of America, 9 East 89th Street, New York, New York 10028. $.60.

Baby-Sitters' Handbook. #5-803. Science Research Associates, Incorporated. $.88.

Behavior: The Unspoken Language of Children. #302. Child Study Association of America. $.35.

BIBLIOGRAPHY

BOOKLETS AND PAMPHLETS, Continued

Children's Bookshelf, The. #607. Child Study Association of America. $.95.

Discipline: Children Learn What They Live. #232. American Institute of Family Relations, 5287 Sunset Boulevard, Los Angeles, California 90027. $.10.

Enjoy Your Child - Ages 1, 2 and 3. #FL 141. Public Affairs Committee, 381 Park Avenue South, New York, New York 10016. $.25.

Fears of Children. #5-914. Science Research Associates, Inc. $.86.

Fire! Look Out! Burns!. #FS 17.210:470. Superintendent of Documents. $.15.

Growing and Learning - The Early School Years. Metropolitan Life Insurance Company. Free classroom set.

How Children Grow and Develop. #5-925. Science Research Associates, Inc. $.86.

How to Discipline Your Children. #FL 154. Public Affairs Committee. $.25.

How to Give Your Child a Good Start. #300. Child Study Association of America. $.35.

Infant Care. Children's Bureau, Publication No. 8, Superintendent of Documents. $.15.

Newborn Counseling Series, The. Medical Communications, Inc. Available from Cook Consultants Inc., Educational and Audio-Visual Aids, Box 22857, Fort Lauderdale, Florida 33315.

Now That You Are 5, Now That You Are 6, Now That You Are 8, Now That You Are 9, Now That You Are 10. Child Study Association of America. $1.50 each.

Panic or Plan?. Metropolitan Life Insurance Company. Free classroom set.

Phenomena of Early Development, The. Ross Laboratories, P. O. Box 688, Columbus, Ohio 43216. Free.

Pre-Adolescents: What Makes Them Tick?. #303. Child Study Association of America. $.35.

Self-Understanding: A First Step to Understanding Children. #5-1362. Science Research Associates, Inc. $.86.

Sitting Safely. Gerber Products Company, Freemont, Michigan. Free.

Sitting Safely. Metropolitan Life Insurance Company. Free classroom set.

BIBLIOGRAPHY

BOOKLETS AND PAMPHLETS, Continued

Some Special Problems of Children - Aged Two to Five Years. #427. Child Study Association of America. $.75.

Three to Six: Your Child Starts to School. #FL 163. Public Affairs Committee. $.25.

Understanding Your Child - From 6 to 12. #FL 144. Public Affairs Committee. $.25.

When Teenagers Take Care of Children: A Guide for Babysitters. Superintendent of Documents. $.25.

Why and How of Discipline, The. #412. Child Study Association of America. $.75.

Why Children Misbehave. #5-909. Science Research Associates, Inc. $.86.

You're in Charge. National Safety Council. 425 North Michigan Avenue, Chicago, Illinois.

Your Baby's First Year. #FS 17.210:400. Superintendent of Documents. $.15.

Your Child and The People Around Him. #5-897. Science Research Associates. $.86.

Your Child From 1 to 3. #FS 14.111:413. Superintendent of Documents. $.20.

Your Child From 3 to 4. #FS 17.210:446. Superintendent of Documents. $.25.

Your Child From One to Six. #FS 17.210:30. Superintendent of Documents. $.20.

Your Child From Six to Twelve. #FS 17.210:324/2. Superintendent of Documents. $.25.

Your Child's Safety. Metropolitan Life Insurance Company. Free classroom set.

Your New Baby. #FL 353. Public Affairs Committee. #.25.

CURRICULUM GUIDES

A Nursery School in the Home Economics Program. #18-NS. Dade County Public Schools, Miami, Florida.

Handbook for the Home Economics Teacher. #18-HB. Dade County Public Schools, Miami, Florida.

Human Development. Florida State Department of Education, Tallahassee, Florida.

BIBLIOGRAPHY

AUDIO-VISUAL MATERIALS

1. Films

Baths and Babies. Johnson and Johnson Baby Products. Available from American Red Cross, 5020 Biscayne Boulevard, Miami, Florida. Free loan.

Breath of Life. Pyramid Film Products. Available from American Red Cross. Free loan.

Child Care and Development. McGraw-Hill Book Company. Available from American Red Cross. Free loan.

Children at Play With Poisons. #119, 10'C. Available from Florida State Board of Health, Division of Health Education, Audio-Visual Library, P.O. Box 210, Jacksonville, Florida 32201. Free loan.

From Sociable Sixes to Noisey Nines. #551, 15'BW. Florida State Board of Health. Free loan.

From 10 to 12. #552, 25'BW. Available from Florida State Board of Health. Free loan.

Frustrating Fours and Fascinating Fives. McGraw-Hill Book Company. Available from American Red Cross. Free loan.

Girls Beware. Available from Dade County Public Schools, Audio-Visual Services.

Helping Your Child Feel Emotionally Secure. #1-00153, #1-00154, #1-00155. Parts 1, 2, 3. 10' each, C. Available from Dade County Public Schools, Audio-Visual Services.

Infant and Child Care. #605, 13'C. Florida State Board of Health. Free loan.

Molested. Available from Dade County Public Schools, Audio-Visual services.

New Baby. #665, 22'C. Florida State Board of Health. Free loan.

Preface to a Life. DuArt Film Laboratories, Inc. Available from American Red Cross. Free loan.

Terrible Twos and Trusting Threes. McGraw-Hill Book Company. Available from American Red Cross. Free loan.

2. Filmstrips

A Baby Sitter's Guide to Baby Care. National Baby Care Council, 1620 Locust Street, Philadelphia, Pennsylvania.

BIBLIOGRAPHY

AUDIO-VISUAL MATERIALS, Continued

2. Filmstrips, Continued

Babysitting: The Job - The Kids. Guidance Associates, Pleasantville, New York 10570. Includes 2 filmstrips and 2 cassettes. $39.00.

Babysitter, The. McGraw-Hill Films, 327 W. 41st Street, New York, New York 10036.

Child Care Series. McGraw-Hill Films, 327 West 41st Street, New York, New York 10036. $4.00 each, set of 4/$15.00.

- Getting Acquainted
- Keeping Children Happy
- Keeping Children Safe
- Special Daytime Problems

Child Care and Development Series. McGraw-Hill Films, 330 West 42nd Street, New York, New York 10036.

Set I, includes 4 filmstrips. $54.00/record, $59.00/cassettes:

- Food Needs of Children
- Children's Play
- Clothing Needs of Children
- Caring for Children: An Important Job

Set II, includes 4 filmstrips. $54.00 w/record or $59.00 w/cassettes:

- Discipline and Punishment
- Intellectual Development of Children
- Anxieties of Children
- Influences on Children

Infant Care Series. McGraw-Hill Films. $4.00 each, set of 6/$22.50.

- Bathing the Baby
- Feeding the Baby
- Preparing the Formula
- Selecting Children's Clothing
- Selecting Children's Toys
- Teaching Desirable Habits

Infant Care and Development Series. McGraw-Hill Films.

Set I, includes 4 filmstrips. $54.00 w/record or $59.00 w/cassettes:

- Prenatal Care and Planning
- The Family and the New Baby
- Parental Responsibility
- A Baby's Day

Set II, includes 4 filmstrips. $54.00 w/record or $59.00 w/cassettes:

- Infants and Learning
- Growth in the First Year
- Infants' Food Needs
- Breast Feeding and Bottle Feeding

3. Teaching aids

Baby Care: Programmed Self-Instruction Unit. Revised 1966. Instructional Materials Laboratories, Inc., 18 East 41st Street, New York, New York.

Baby Sitter Safety Packet. National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611. $1.50.

Play: Learning Medium. #83355. Educational and Consumer Relations, J.C. Penney Company, Inc., 1301 Avenue of the Americas, New York, New York 10019. Includes filmstrip and record, pre-test, six transparencies. $9.00.

AUDIO-VISUAL MATERIALS, Continued

- Teaching aids, Continued

  Resusci-Kate Dolls for bathing and teaching artificial resuscitation. American Red Cross, 5020 Biscayne Boulevard, Miami, Florida. Free loan.

- Transparencies

  Growth and Developmental Patterns. 3M Company, Visual Products Division, 3M Center, St. Paul, Minnesota 55101. Includes 23 visuals. $35.00.

  Importance and Selection of Toys. 3M Company. Includes 23 visuals. $35.00.

  Safety for Children. 3M Company. Includes 23 visuals. $35.00.

A P P E N D I X

QUESTIONNAIRE FOR CHILD SITTING

Used as a means of evaluation at the beginning and end of a unit to determine the experience you have had with small children - not to be graded.

I.

		Yes	No
1.	Do you like children?		
2.	Are there children in your home?		
3.	Do your neighbors have children?		
4.	Do you have nieces and nephews?		
5.	Have you taught a Primary Sunday School Class?		
6.	Have you ever cared for children while parents were away?		
7.	Do you babysit as often as once a week?		
8.	Do you like to play with children?		
9.	Do you like to tell stories to children?		
10.	Did you ever teach nursery rhymes to children?		
11.	Do you ever make toys for children?		
12.	Have you ever bathed and dressed children?		
13.	Have you ever bathed an infant?		
14.	Do you ever have trouble putting the child to bed?		
15.	Do you ever prepare food for children?		
16.	Do you ever serve food to children?		
17.	Have you helped to feed preschool children?		
18.	Do you like to take care of children?		
19.	Do you tease children?		
20.	Do you laugh at children?		
21.	Have you directed play activity for children?		
22.	Have you ever had the responsibility of taking a child to the toilet?		
23.	Do your little brothers and sisters fight or quarrel?		
24.	Do children irritate you?		

II. Number the areas given below 1-5 in the order in which they have been a problem when caring for children (1=greatest problem, 5= least problem)

_____ Feeding children
_____ Making children obey
_____ Putting children to bed
_____ Quarreling
_____ Bathing children

III. List any areas or situations you would like included in this course.

BAG OF TRICKS

A babysitter's bag can be useful on many occasions. Select the articles in pairs so that you and the child can do things at the same time. The purpose of the bag or box is to provide imaginative activities for children.

Contents of Bag:

Two pairs of blunt scissors, paste
Old mail order catalog
A dozen clothespins and some marbles
Pieces of cardboard or hard wrapping paper or paper bags
Soap and straws
Pencils and pad
Comb and tissue
Bean bags
A good book — Marjorie Flack's Ask Mr. Bear and others
Box of crayons
Purse and pennies
Magnets
Wool scraps
Clothes line—6-7 feet long

With the above articles you can carry on the following activities.

Clothespin Croquet:	Lock two pins together and place them at intervals. Try to shoot marbles through them.
Paper Store:	Mount pictures of items from catalog on cardboard, cut out and set up store, use purse and pennies to buy items from store.
Soap Bubbles:	Blow bubbles in bathroom if it is raining outside. Use the straws from your bag.
Paper Chain:	Cut strips about an inch wide and six inches long from colorful pages of catalog. Paste ends together and beginning with the 2nd loop into the preceding ring before pasting together.
Comb Music:	Use tissue over comb and hum through it. Hum familiar tunes and have the child do it, too.
Bean Bags:	Very young children just like to toss the bags back and forth but older children will make an attempt to toss and catch or hit a target.
Stories, read or told:	Stories make a hit all the time at any age if they are suitable. Read to child, but let him participate.
Pictures:	Plenty of paper, colorful crayons and pencils are always safe to use with children, especially on rainy days.
Guessing Games:	Which hand? How many? I see something red—what is it? All forms of guessing fascinates a child for a long period of time.